

**Texas Education Agency  
Standard Application System (SAS)**

2018–2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1		
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	<b>FOR TEA USE ONLY</b> <b>Write NOGA ID</b> <small>PICIS-ACE date stamp here.</small> <div style="text-align: right; font-weight: bold; transform: rotate(90deg);"> RECEIVED  TEXAS EDUCATION AGENCY  2018 APR 30 AM 9:27 </div>
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018	
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  <div style="text-align: center;">           Document Control Center, Grants Administration Division            Texas Education Agency, 1701 North Congress Ave.            Austin, TX 78701-1494         </div>	
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>	

**Schedule #1—General Information**

**Part 1: Applicant Information**

<b>Organization name</b>		<b>County-District #</b>	<b>Amendment #</b>	
Communities In Schools of Brazoria County, Inc		76-0392820		
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>		
76-0392820	4	162096023		
<b>Mailing address</b>		<b>City</b>	<b>State</b>	<b>ZIP Code</b>
201 E. Myrtle, Suite 260		Angleton	TX	77515

**Primary Contact**

<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Donna	K	Montes	Executive Director
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
979-849-0321 X.3	<a href="mailto:dmontes@cistxjv.org">dmontes@cistxjv.org</a>		979-864-3350

**Secondary Contact**

<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Beth		Evans	Chief Financial Officer
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
979-849-0321 X.1	<a href="mailto:bevans@cistxjv.org">bevans@cistxjv.org</a>		979-864-3350

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

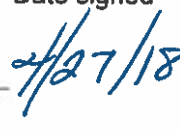
**Authorized Official:**

First name	M.I.	Last name	Title
Donna	K	Montes	Executive Director
Telephone #	Email address		FAX #
979-849-0321	<a href="mailto:dmontes@cistxjv.org">dmontes@cistxjv.org</a>		979-864-3350

Signature (blue ink preferred)

Date signed





Only the legally responsible party may sign this application.

701-18-111-033

**Schedule #1—General Information**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

1. **\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): 9/01

End date (MM/DD): 8/31

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <a href="#">Lobbying Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <a href="#">No Child Left Behind Act of 2001 Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE® logo in all outreach and communication materials and the grantee will comply with Texas ACE® branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 76-0392820		Amendment # (for amendments only):		
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:



**Schedule #4—Request for Amendment**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	<a href="#">Indirect cost</a> ( %):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Communities In Schools (CIS), is a Community-Based-Organization (CBO), 501(c)3 non-profit administered by Texas Education Agency (TEA). CIS has successfully administered (64) 21<sup>st</sup> Century Community Learning Centers – Afterschool Centers on Education (ACE) throughout Cycles 3, 4, 5, 6, 7, 8 and 9, having served over 31,000 students during this period. Currently CIS is managing 20 Afterschool Centers on Education (CIS-ACE), serving 2,456 at-risk students in seven school districts. CIS-ACE is proposing to implement highly effective programs that will serve a minimum of 840 at-risk students and their adult family members at 10 schools in Alvin, Pearland, Galena Park, Pasadena, Columbia-Brazoria and La Porte ISDs, through partnerships with six local education agencies (LEAs), a CBO and multiple collaborating agencies. The project exhibits optimal diversity with school districts in urban, suburban and rural areas. The targeted schools are located in high-poverty LEAs with at-risk student percentages in excess of the state average, including TEA designated "Focus Schools". The project will offer an opportunity for at-risk students to access high-quality out-of-school time services while meeting the needs of working parents.

The proposed CIS-ACE centers were determined based on gaps identified through a comprehensive needs assessment that includes data from the most recent Harris County Community Plan (HCCP), the 2017 Brazoria County Community Plan (BCCP), district evaluations, Texas Academic Performance Report (TAPR), Campus Improvement Plans, principal surveys and community focus groups. The HCCP and BCCP both identify a very high priority need to increase the number of structured out-of-school time and summer programs available to students at greatest risk of academic failure, dropping out of school, or likely engage in juvenile delinquent behaviors.

In addition to the needs identified by the community plans, a review of comprehensive data revealed a significant need for academic assistance and enrichment. According to combined TEA 2016-2017 TAPR reports for the schools selected to participate, 74% of students are economically disadvantaged and 78% are minority, many of whom are identified as Limited English Proficiency (LEP). Each school is eligible for schoolwide interventions under Title 1, Section 1114 and selected to participate due to its high need for meeting state and federal accountability standards. At the targeted schools an average of 61% of the student populations are designated At Risk under TEA Code Section 29.081; 35% of the students are identified as English Language Learners (ELL); and 9% of the students are classified as special education.

The proposed CIS-ACE project will include 10 centers that will operate 3 hours per day, 5 days a week, to accommodate working family schedules. The program will be provided for 31 weeks during the school year, exceeding the grant requirement of 29 weeks. Students will also be offered a 6-week summer program operating 4 days a week, a minimum of 4 hours per day.

In order to address the targeted student academic needs, CIS-ACE will continue to implement research and evidence-based learning opportunities aligned with school day curriculum and focused on core subjects. During the first one-hour block, students, supported by teachers, staff, mentors, and peers, will receive homework assistance, guided reading, and participate in silent reading. The second hour will consist of new and expanded services provided to the students including a wide range of interactive activities based around STEM/STEAM curricula, thematic units, small group tutoring, and blended learning concepts. CIS-ACE continues to align lesson plans with the district/campus scope and sequence by accessing the comprehensive database of TEKS-aligned lessons created by teachers and curriculum specialists. During the third hour, centers will offer students a broad array of innovative and hands-on enrichment activities which will include, but are not limited to: social-emotional learning character education (SEL), MakerSpace Clubs, 3D printing and engineering, science experiments, culinary arts, robotics, mentoring, digital literacy, fine arts, health and wellness, and physical education. Active and meaningful adult family member services will include but are not limited to adult literacy, English as Second Language, computer literacy, parenting education, financial literacy education, and nutrition.

CIS-ACE has always met 100% of TEA and federal reporting deadlines and has exceeded grant goals for minimum days of attendance for students and adult family members. In the most recent Cycle 9 ACE grant, which requires students attend a minimum of 45 days, CIS-ACE exceeded contracted number of students by 12% and adult family member goals by 48%. CIS-ACE has received the highest possible rating on every annual compliance monitoring including PRIME Assessments, Key Task Assessment (KTA) and annual independent evaluation. Most recently in March 2018, CIS-ACE received the score of "Exceeds Expectations" on the TEA Key Task Assessment on both Cycle 8 and Cycle 9 grants.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 76-0392820			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,258,600	\$20,000	\$1,278,600
Schedule #8	Professional and Contracted Services (6200)	6200	\$89,775	\$15,000	\$104,775
Schedule #9	Supplies and Materials (6300)	6300	\$65,000	\$0	\$65,000
Schedule #10	Other Operating Costs (6400)	6400	\$51,625	\$0	\$51,625
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,465,000	\$35,000	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$1,465,000</b>	<b>\$35,000</b>	<b>\$1,500,000</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$1,465,000	\$35,000	\$1,500,000
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$1,500,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					\$75,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

<b>Schedule #7—Payroll Costs (6100)</b>			
County-district number or vendor ID: 76-0392820		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>			
1 Program Instructional Staff (Trainer)			
2 Educational aide			\$
3 Tutor			\$
<b>Program Management and Administration</b>			
4 Project director (required)	1		\$75,600
5 Site coordinator (required)	10		\$462,000
6 Family engagement specialist (required)	1		\$52,000
7 Site Support Staff/Assistant	1		\$46,000
8 Activity Coordinator	40		\$500,000
9 Grant accountant/bookkeeper (Admin)		2	\$20,000
10 Evaluator/evaluation specialist			
<b>Auxiliary</b>			
11 Counselor			\$
12 Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
<b>Other Employee Positions</b>			
19 Title			\$
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$1,155,600
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
23 6112 Substitute pay			\$
24 6119 Professional staff extra-duty pay			\$
25 6121 Support staff extra-duty pay			\$
26 6140 Employee benefits			\$123,000
27	Subtotal substitute, extra-duty, benefits costs		\$123,000
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$1,278,600</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 76-0392820		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$4,775
	Office Space for Project Director, Family Engagement Specialist and Site Support Staff (Approximately \$133mo for 3 offices for 12 months)	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$4,775</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluator (Admin)	\$15,000
2	Certified Teachers (50 total teachers (5 per site), 2 hours a week at \$25/hour)	\$50,000
3	Expert Facilitators	\$5,000
4	Instructional Specialist	\$10,000
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$80,000</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$20,000</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$104,775</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 76-0392820		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$65,000
<b>Grand total:</b>		<b>\$65,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 76-0392820		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$2,500
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$6,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$43,125
<b>Grand total:</b>		<b>\$51,625</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 76-0392820			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	The project director (PD) will have a minimum of 9 years of experience as a project director of CIS-ACE programs with a minimum of 15 years in afterschool education and possesses a bachelor's degree. The PD will be one of the project directors presently managing a CIS-ACE project.
2.	Site Coordinator(s)	Each of the site coordinators for the proposed 10 sites will have a bachelor's degree or 5 years' experience with CIS-ACE programs. Desired qualifications include proven experience managing afterschool programs, staff supervision, data reporting, and English/Spanish skills.
3.	Family Engagement Specialist	The CIS-ACE family engagement specialist (FES) will have a minimum 15 years' experience as either an FES or site coordinator. The FES will have experience fostering relationships with parents; providing services and resources; and experience engaging volunteers and community partners.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve student performance on state assessments and core course grades	1. Individual needs assessment on targeted students	8/27/2018	5/23/2019
		2. Homework assistance	8/27/2018	5/23/2019
		3. Thematic and project-based activities	8/27/2018	5/23/2019
		4. Small group tutorials with highly qualified teachers	9/24/2018	5/17/2019
		5. Mid-year progress assessment and modifications	1/8/2019	2/8/2019
2.	Improve positive behavior of identified students	1. Individual needs assessment on targeted students	8/27/2018	5/23/2019
		2. Staff development on SEL	8/6/2018	5/23/2019
		3. Provision of evidence-based SEL curricula	8/27/2018	7/11/2019
		4. Coordination of adult advocate efforts	8/27/2018	7/11/2019
		5. Collaboration with community partners (counseling)	8/1/2018	7/11/2019
3.	Improve school day attendance of identified students	1. Individual needs assessment on targeted students	8/27/2018	5/23/2019
		2. Student Voice and Choice (surveys, student team)	8/27/2018	5/23/2019
		3. Provision of highly engaging enrichment clubs	8/27/2018	5/23/2019
		4. Culminating events (student showcases, field trips)	9/17/2018	7/11/2019
		5. Provision of site to home transportation as needed	9/4/2018	5/17/2019
4.	Improve on-time grade level advancement for identified students	1. Individual needs assessment on targeted students	8/27/2018	5/23/2019
		2. Establish individual learner path	8/27/2018	5/23/2019
		3. Provide one-on-one mentoring opportunities	8/27/2018	7/11/2019
		4. Academic enrichment complementing school day	8/27/2018	5/23/2019
		5. Mitigate learning loss w/summer academic program	6/3/2019	7/11/2019
5.	Increase family engagement of adult family members	1. FES adult family member survey and assessment	8/27/2018	5/23/2019
		2. Establish a Family Advisory Board at each site	8/27/2018	9/28/2018
		3. Create a family resource center at each site	8/27/2018	9/28/2018
		4. Offer adult family learning opportunities (ESL, etc.)	8/27/2018	5/23/2019
		5. Establish student/adult shared learning experiences	8/27/2018	7/11/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

CIS-ACE has established a comprehensive needs assessment process designed to evaluate community needs and resources which includes an analysis of the county and community plans, district evaluations, campus data, and stakeholder feedback. The process has been directed by the Community Advisory Council (CAC) comprised of community members from business, education, non-profit, law enforcement, and faith-based sectors, in conjunction with organizational leadership.

The CAC reviewed specific data from the 2017 Brazoria County Community Plan (BCCP), most recent Harris County Community Plan (HCCP), the Texas Academic Performance Report (TAPR), and Campus Improvement Plans (CIP). Participants in the BCCP development include 65 representatives from juvenile justice, local law enforcement, TEA, local ISDs, mental health coordinators, and United Way agencies. Participants in the development of the HCCP include more than 200 representatives from local municipalities, juvenile justice departments, school districts, law enforcement, county agencies, hospitals, health and human service agencies, Houston Mayor's Anti-Gang Office, and non-profit agencies. Additionally, nine focus groups consisting of parents and community members from the six represented ISDs were conducted to solicit feedback related to the need for out-of-school time services.

The HCCP and BCCP both identify a high priority need to increase the number of structured afterschool and summer programs available to students at greatest risk of academic failure or dropping out of school. Community problems identified in the HCCP include "(lack of) Primary Prevention for Juvenile Justice, Juvenile Justice Issues, Crime Victim Issues, and Targeted Criminal Activity: Drugs, Gangs, and Violent Offenders...Economic slumps, business downsizing, and reduction in federal budgets have translated into hardships for the community, schools and families." The BCCP identifies needs for more intervention/prevention programs including out-of-school time programs. Statistics from the BCCP report and school district evaluations reveal exponential growth in public school enrollment in Brazoria County, including population growth of over 30% in the last decade. The results of the community focus groups revealed that there is a high need for quality after-school programs specifically to meet the needs of working families in each of the ISDs.

The examination of TAPR and CIPs resulted in a selection of campuses that equitably represents each ISD involved in the project. Likewise, the results identified the campuses in each district that presented the highest need for, as well as the capacity for successful OST programs. Three of the campuses included in this application are TEA identified "Focus" schools, a designation which includes additional financial resources to ensure successful implementation. An analysis by the CAC identified the highest needs at the selected campuses as: opportunities for academic enrichment, improve positive behavior, improved attendance rates, increased available OST services, active family engagement, and increased on time grade level advancement.

The CAC identified CIS as a primary resource for community networking and accessing resources for youth in the communities served. CIS has established and sustained collaborative relationships with over 100 partners including legislators; government agencies; local, state, and national nonprofits; businesses; chambers of commerce; law enforcement entities; library systems; colleges and universities; health care providers; civic clubs; and foundations. These partnerships reflect the resources necessary to establish and sustain high-quality OST programs in our area as evidenced by the history of CIS successfully managing and sustaining 64 previous 21<sup>st</sup> Century Community Learning Centers.

CIS-ACE will implement evidence-based learning opportunities aligned with school day curriculum to increase academic performance and on-time grade level advancement. Research-based youth development curriculum, including social-emotional learning opportunities, will increase positive behavior. To improve school-day attendance students will participate in high interest enrichment activities based on student interest surveys. The family engagement specialist will work with each site coordinator to develop and provide family engagement including literacy activities, ongoing learning opportunities, and involvement in their student's academic career. Where needed, transportation from CIS-ACE programs will be provided increasing the likelihood of students being able to attend the program as well as meeting the needs of working parents.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.

☐ This applicant is unable to partner.

The proposed project will be an active partnership with six local educational agencies (LEAs) (Alvin, Pearland, Galena Park, Pasadena, Columbia-Brazoria and La Porte) and a community-based organization, Communities In Schools of Brazoria County, Inc. Superintendents and Boards of Trustees of the six LEAs as well as the CIS Board of Directors and management team determined that CIS will function as the managing partner and fiscal agent. The planned partnership will contribute to achieving the stated objectives of increased opportunities for academic enrichment, improved positive behavior, improved attendance rates, increased available out-of-school time (OST) services, active family engagement, and increased on time grade level advancement. The six LEAs and CIS have established successful working relationships ranging from ten to twenty-seven years. The described partnership expands the capacity of the LEAs and CIS to ensure achievement of all program goals. The partnership will increase the scope and quality of services to be provided and will increase the likelihood of sustainability.

The LEAs will provide technical expertise regarding research and evidence-based curricula, matching funds, and full access to student data that includes student attendance, student grades, conduct, student personal data, STAAR scores, Free/Reduced lunch eligibility and LEP designation. Various district departments will provide nutritious snacks, custodial services and bus transportation. Participating campuses will provide certified teachers and paraprofessionals in paid and volunteer roles, and access to classrooms, office space, technology labs, gyms, libraries and sports fields. Campuses will also recommend program resources such as curricula and student manipulatives that both complement and enhance school day instruction in order to achieve program goals and objectives.

The CIS administrative team composed of the executive director, chief financial officer, chief operating officer, grant accountants, and project director will provide direct management for the grant which will include human resources, fiscal management, payroll, auditing, marketing, social media, data management and reporting. Resources provided by CIS will include frontline staff, supplies and materials, and logistical and technical support to ensure the success of the project. A full-time CIS-ACE site coordinator will be at each campus overseeing the program with the support of the CIS administrative team. Part-time activity coordinators will provide direct services to the students and will be hired, trained, and managed by CIS-ACE staff. A full-time CIS-ACE family engagement specialist will provide adult family members literacy and engagement opportunities for each center. Daytime CIS campus coordinators will assist and be available to provide additional services including: health and humans services, enrichment, educational enhancement, college and career awareness, parent and family engagement, and supportive guidance.

To sustain the program over time, the six LEA Boards of Trustees submitted letters of support indicating their intentions to continue the program beyond the life of this grant through allocation of resources. Each entity has committed to pursue federal, state and local funds to continue these centers. For the purpose of sustainability, CIS-ACE has begun implementation of fee-based afterschool centers in conjunction with LEAs and plans to continue these centers through leveraging of school district and parent funds. At these centers a sliding-scale will be enacted based on family household income.

All partners acknowledge CIS as the managing partner and fiscal agent, which is responsible for CIS-ACE program implementation, management oversight, budgetary compliance, and fiscal and programmatic reporting. Partnership agreements are in place to define the role each organization will serve in order to achieve the project's goals.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

CIS has a proven record of continuously surpassing the state-level measures of effectiveness. The activities included in this grant are designed specifically based on a detailed analysis of community, district and campus needs assessments. The baseline data review includes student demographics, special populations, academic achievement including state-mandated assessments, grades, school day attendance rates, mandatory discipline referrals, and on-time advancement to the next grade level.

The foundation of CIS-ACE programs is based on the following research, "Participation in after school programs is associated with better attitudes toward school and higher educational aspirations, higher school attendance and less tardiness, less disciplinary action (e.g., suspension), lower drop-out rates, better performance in school (as measured by achievement test scores and grades), greater on-time promotion, improved homework completion, and engagement in learning. The common thread in all these studies is that balancing academic support with engaging, fun, and structured extracurricular or co-curricular activities, which promote youth development in a variety of real-world contexts, appears to support and improve academic performance." (Harvard Family Research Project, 2008).

According to the Texas 21<sup>st</sup> Century Community Learning Centers Statewide Evaluation conducted from 2010 to 2015 (American Institute of Research, 2016), "Students participating in ACE programming at high levels (60 or more days per year) do see improvements on key school-related indicators. The largest impacts were consistently related to on-time grade-level promotion followed by fewer absences and decreased school-day disciplinary incidents."

CIS-ACE objective set of measures for this proposal are as follows:

90% of "regular" students will improve academic performance as measured by benchmark testing, school day grades, teacher surveys or STAAR scores

80% of identified students will maintain/improve positive behavior as reported by teacher surveys

85% of identified students will maintain/improve school day attendance as documented in district PEIMS reports

95% of "regular" students will advance to the next grade level

Operating 21<sup>st</sup> CCLC programs over the past 14 years, CIS-ACE established and refined procedures proven to positively impact student performance, attendance, discipline referrals, and advancement. On-going strategies include review of student academic benchmark testing, informal communication with school day staff, and parent conferences. CIS-ACE site coordinators maintain individual student files which are frequently updated and evaluated with the purpose of assuring individual student progress. Student activity attendance is entered into the TX21st system weekly. At the conclusion of each semester, CIS evaluates report cards, stakeholder surveys, pre/post-tests, individual attendance, and school day behavior referrals. In addition, CIS annually collects STAAR testing results and evaluates students' longitudinal progress.

CIS-ACE has established an evaluation team consisting of the project director, independent evaluator, executive director, chief operating officer and site coordinators that monitors student achievement for continuous improvement. The evaluation team has established Interim Reports which are used by site coordinators to monitor and adjust program and instructional delivery. Those activities proven most effective are continued or increased in frequency, and activities with low attendance and/or low participant satisfaction are replaced or modified.

Historically, CIS has exceeded each specific program objective measure, as defined by the U.S. Department of Education and TEA, documented in our annual Final Yearly Reports. As program expectations have evolved, CIS-ACE has been able to adapt, achieve and demonstrate measurable progress in student performance (Math/ELA grades, STAAR results, attendance rates, promotion rates, and decreasing criminal and non-criminal referrals).

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

CIS uses various research and evidence-based practices to complement and enhance academic performance that begins through collaboration with school day staff and administration to align educational enrichment activities with the district scope and sequence at each school. CIS-ACE contracts with master's level program instructional staff to formulate a highly populated database of ACE Activity Unit and ACE Lesson Plans which are intentionally designed to complement and enhance academic performance and achievement by incorporating current grade and age-appropriate TEKS.

CIS-ACE has adopted a research-based practice of the 5-E model of instruction using thematic teaching with interdisciplinary connections to incorporate collaborative learning such as science experiments, community service projects, research projects, technology exploration and fine arts activities. Instructional staff will receive professional development in addressing individual learning styles and blended learning using digital tools.

CIS-ACE has implemented project-based learning at each site due to evidence supporting "PBL ... improves problem-solving and collaboration skills, and improve students' attitudes towards learning" (Strobel & van Barneveld, 2009). Research and evidence-based curricula include *I-Read*, *Think Through Math*, *Lego® Robotics*, *Success Maker*, *Mango Math*, *Prodigy*, *DreamBox* and *Accelerated Reading*. Additionally, CIS-ACE centers offer up to ten hours per week of small group tutoring (RTI Tier 2 or Tier 3) by certified teachers and one hour per day of homework assistance and completion.

Program activity provisions include evidence-based curricula which, along with specific activity objectives, will address individual student gaps in learning. Evidence-based academic interventions include *BigBrainz*, *STRIDE Academy*, *STAAR® Ready*, and other appropriate interventions. By utilizing the *Texas ACE Unit and Lesson* plans aligned with the *Texas ACE Blueprint*, CIS-ACE develops high quality academic enrichment opportunities that complement and enhance school day instruction.

As a best practice suggested by the United States Department of Education, CIS-ACE has adopted the evidence-based approach of "results-based professional learning", where individual and aggregate student data is analyzed to target instructor training (Mishkind, 2014). Professional development is designed and implemented by an instructional specialist with a Master's in Education and rich background in training, after multiple campus visits and student data review.

CIS has a 30-year history of providing evidence/research-based positive youth development activities utilizing nationally acclaimed curricula such as *WhyTry* and *Second Step*. These curricula specifically address social-emotional learning, character education, anti-bullying, conflict resolution, team building, student voice & choice, and social skills. Recent evidence in the *What Works Clearinghouse* supports the use of *Rising Up* and *Positive Action* which will also be incorporated at planned sites in the CIS-ACE project.

Postsecondary and workforce preparation activities connect to real world experiences including college and university field trips, professional speakers, career fairs, and entrepreneurial activities leading to on-time promotion rates. Resources are utilized to provide hands-on experiences including community partners such as local businesses, corporations and non-profit organizations allowing students to explore various career opportunities.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Through research and practice, CIS has determined that high-quality programs integrate activities that include small group instruction, targeted tutoring, project-based learning, homework assistance and academically aligned enrichment activities. Our logic model is based on the following theory of action: Students in need, spending additional time (minimum 45 days) in well-structured and school aligned afterschool activities, taught by qualified personnel, will yield improvement in the academic performance, attendance, behavior, and on-time grade level advancement of students.

CIS has an established program model based on the *Texas ACE Blueprint*, *Texas ACE Four Component Activity Guide* and *National Afterschool Association Out-of-school Time Standards* (NAA, 2011) that has resulted in innovative activities aligned with grade level TEKS which complement school day instruction. Activities implemented within this project will utilize research/evidence-based software, instructional materials and curricula to increase reading skills, improve math applications and advance knowledge in science and social studies.

Based on 14 years of successful 21<sup>st</sup> CCLC programs, CIS-ACE has developed an activity schedule that has produced continuous positive outcomes. Based on the most recent program evaluation there is, "evidence of tangible improvement in intermediate student outcomes...including school day attendance, behavior referral rates, subject grades, and benchmark test scores." (Carmody, 2017). According to TEA, in 2017, CIS achieved a 92% rate of improvement in academics, 98% improvement in behavior; and 98% of case managed students were promoted.

The adopted model implemented by CIS aligned with the *Texas ACE Blueprint* includes a three-block daily schedule. The schedule focuses on educational enhancement, enrichment, and college/career awareness. The first activity block consists of grade-level homework assistance groups that include a blend of school day staff, activity coordinators, volunteers and peer tutors. After students complete all homework, they participate in individual academic activities such as Accelerated Reading, use of technology devices and participation in educational games. The second activity block includes innovative, hands-on educational thematic units, small group tutoring and extended homework (when necessary). The third block consists of enrichment activities such as STEM/STEAM, positive youth development, college/career awareness, health and wellness, technology, fine arts, and student voice and choice clubs. Enrichment activities will provide positive social, cultural, and recreational opportunities that will enrich and expand students' understanding of community involvement and connect learning to real life experiences.

An example of our daily activity schedule is below:

3:00 – 4:00 P.M.	4:00 – 5:00 P.M.	5:00 – 6:00 P.M.
Homework Assistance Accelerated Reading Technology Apps  (Nutritious snack)	Thematic Unit (e.g. Space Exploration) Small Group Tutoring Extended Homework	Engineering Club (e.g. 3D Printing) Character Education (e.g. Why Try) Physical Activity – Soccer Club Fine Arts – Theater and Music Student Voice & Choice Club Career Awareness (e.g. Coding)

To improve student academic achievement and overall success, CIS-ACE has established a comprehensive case management process in which each identified student will have a personalized student plan that will evolve with the students' individual educational progress. Each student identified for a high need of academic assistance will be pre-tested upon entry into the program, participate in ongoing tutorials, and will be post-tested to measure growth. Ongoing individual assessments will measure progress, identify targeted areas in need of improvement, and guide future activity planning in the program. To ensure overall student success, social emotional learning (SEL) concepts will be utilized to establish a programmatic culture that incorporates character education, restorative justice, bullying prevention, conflict resolution, drug/alcohol prevention, violence prevention, harassment prevention, and positive behavior supports.

Consistent family engagement services and activities will increase parental participation in the educational progress of students, which will build a stronger family connection to the school. Attending adult academic activities such as family literacy, ESL, computer literacy and Adult Basic Education, will directly impact parents' ability to assist their children with schoolwork.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Communities In Schools – Afterschool Centers on Education (CIS-ACE) will use various forms of media and communication to disseminate information about our community learning centers and their locations. The CIS-ACE Community Advisory Council (CAC) will receive regular email updates and meet at least quarterly to review program achievements, internal monitoring results and external evaluation reports. The CAC will make recommendations for continuous improvement, provide professional advice, guidance, and support the program in community forums in order to develop new collaborations. Through these efforts the CAC members will share information with their peers and constituents in the community.

Independent school districts (ISDs) and Communities In Schools (CIS) websites will provide information about the community learning centers including locations, planned activities, and events. CIS-ACE programs have their own dedicated section of the CIS organizational website. The ISDs and CIS will also include information on social media that includes pictures, videos and stories of CIS-ACE activities. Press releases will also be sent out to various local media entities highlighting local centers, programs and events.

In order to ensure that information is understandable and accessible, all stakeholders will receive information in their primary language from the center site coordinators. Monthly communication will include newsletters detailing future activities, announcements, and events. Stakeholders will also receive highlights detailing the previous month's accomplishments and progress toward project goals. Weekly activity schedules will be sent electronically to school faculty and will be posted at each center. Additionally, TEA approved ACE promotional materials, including posters, flyers, and decals, will be displayed at every CIS-ACE center. At the beginning of each school year parents, students and faculty will be notified of the program provided at each center through parent orientations, school open house events and CIS-ACE brochures.

CIS-ACE staff will send text alerts, professional flyers, emails, personal invitations, and have personal conversations to promote family literacy activities and special events. All program notifications will be distributed in primary languages when necessary and beneficial. Family Advisory Boards, which consist of parent volunteers, will co-facilitate marketing and information distribution at each center.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Based on the results of the comprehensive needs assessment, eight out of ten schools participating in this proposal are neighborhood schools and will not require transportation. Student participants at two centers located in isolated and/or rural areas will require bus transportation.

To ensure a safe transition at dismissal, center site coordinators and school administrative personnel will establish a dismissal procedure based on the individual campus needs. Students will be directly dismissed from their school day class to the CIS-ACE program located at their home campus. Elementary students will be safely accompanied by either school day or center staff from their classes to the location for the start of the CIS-ACE program.

Students are required to sign in with CIS-ACE staff members to ensure that accurate attendance and accountability will be maintained. CIS-ACE will obtain the necessary parental/guardian consent which includes the selection of transportation for their children (car riders, bike riders, walkers, bus transportation) when program is dismissed. There is a required sign out procedure for parents/guardians of elementary students.

CIS and participating ISDs have partnership agreements indicating that bus transportation will be provided as necessary for CIS-ACE students. Where bus transportation home is required, students will be signed out by center staff as they board the bus. The ISD transportation departments will determine drop off locations and times.

Students whose parents allow them to walk or ride their bicycle home will receive training in personal safety procedures provided by either the district or local municipal police department. The Family Advisory Board, made up of parent volunteers, will be encouraged to enlist additional parent volunteers to monitor students who walk or ride bicycles home for additional safety and protection. During winter hours walkers and bicycle riders will be dismissed at an earlier time to ensure safe travel.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Communities In Schools – Afterschool Centers on Education (CIS-ACE) recruits, screens and trains volunteers from diverse backgrounds, ethnicities, and age levels. These volunteers are provided through various entities such as local civic organizations, the Retired Teachers' Association, Alvin Daytimers Club, and Retired Senior Volunteer Program (RSVP). CIS-ACE has a partnership with United Way of Brazoria County's "Reader, Tutor, Mentor Initiative" which focuses on connecting local volunteers with partnering agencies. Retired teachers will continue mentoring students and partnering with certified teachers to provide tutoring in reading, math, science and social studies. Historically, school-based certified teachers donate more than 100 volunteer hours at each center, providing individual and small group tutorials for targeted students.

CIS has an established volunteer policy which requires all volunteers to undergo a thorough background check and comprehensive volunteer training. Volunteers are not utilized at the campuses until their background check has been completed. The site coordinator submits the initial volunteer application and permission to perform a background check to the CIS certified administrative assistant who verifies the volunteer's background. The volunteer then participates in an orientation and training provided by the site coordinator with the assistance of the family engagement specialist.

Adult family volunteers are a valuable resource for our CIS-ACE programs. At the beginning of each program year, parents are surveyed to determine what skills or knowledge they possess which they can share with program participants. The site coordinators and family engagement specialist compile the lists of adult family members then utilize these volunteers for appropriate, corresponding activities such as homework assistance, mentoring, robotics, and career awareness.

CIS-ACE recruits high school students who participate in school-based organizations such as National Honor Society, student council, Interact or Stand by Peace for the purpose of mentoring and assisting students with academics. The high school student volunteers undergo the same screening and training process as adult volunteers.

Qualified volunteers also assist teachers as they instruct parents in English as a Second Language (ESL), Adult Basic Education, computer literacy, employment skills, nutrition and other topics as needed. They will also assist with clerical tasks, program advocacy, volunteer recruitment, and will be engaged to participate in the Community Advisory Council (CAC).

Each center will have a Family Advisory Board made up of parent volunteers who meet throughout the year and donate their time to advise, plan and prepare monthly family literacy events and activities. The input obtained from this group is vital to ensure needs of the parents and students in CIS-ACE are met.

Partnerships with Delta Sigma Theta, Inc., Dow Chemical, Home Depot, Target, HEB, Kohl's, Kuraray, University of Houston Clear Lake, Alvin Community College, San Jacinto College, and many others provide volunteer service hours to offer STEAM, tutoring, mentoring, enrichment, career awareness and family literacy activities at all centers.

Approximately 275 volunteers provided close to 1,310 volunteer hours to CIS-ACE sites during the 2016-2017 school year. Site coordinators provide direct supervision of volunteers with the assistance of the family engagement specialist.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The preliminary plan to sustain the community learning centers is based upon a sustainability logic model adopted, reviewed and refined over the past two years by CIS organizational leadership. CIS-ACE has successfully sustained 26 out-of-school time programs previously funded by ACE grants on various scales. Each district involved in the grant proposal has committed to sustaining programs as evidenced by the Letters of Support signed by all school boards. Districts have been presented with sustainability models that include 1) school district funded with leveraged foundation/partner dollars; 2) fee-based programs supplemented with district dollars; and 3) CIS daytime staff will provide out-of-school time academic and enrichment activities utilizing collaborations with local community partners. The Community Advisory Council (CAC) and school principals will determine the most appropriate model after careful review of Texas Academic Performance Report (TAPR) data, parent surveys, and updated needs assessments.

For school-district funded centers with leveraged foundation/partner dollars, CIS-ACE will build upon existing efforts by accessing established partnerships and resources to meet the needs of students and their families. For the past 30 years, CIS has leveraged funds from private foundations such as the Brown Foundation; Boeing, DOW Chemical, Criminal Justice Division (CJD), Community Youth Development (CYD), Community Development Block Grants (CDBG), TEA, and United Way to continue high quality out-of-school time activities.

CIS successfully piloted a fee-based program during the 2017-2018 school year and will be offering the same level of services to students with a sliding scale at four campuses (not operating 21<sup>st</sup> Century funded centers) in the 2018-2019 school year. The fee-based model will leverage school district funds and in-kind services to off-set costs and insure an affordable program that offers the identical level of services as existing CIS-ACE programs.

The third model of sustainability includes extending CIS daytime services with assistance from partners at the campuses where CIS-ACE has been previously provided. Identified community partners include the individual campuses, Adult Reading Center, Girl Scouts, Boy Scouts, Junior Achievement, public libraries, Texas Workforce Commission, and other agencies who will continue to play an integral part in the provision of core volunteer services, curricula, and program components. Governmental and community organizations such as the Alvin Family Community Center, Texas Agrilife, United Way, Rotary and Retired Teachers Association will continue to provide a variety of additional volunteer and program related services and resources for ongoing sustainability.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

CIS-ACE collaborates with federal, state and local social service agencies, other non-profits, local colleges, community members, faith-based organizations, volunteers and the business and industry sector to increase each student's opportunity to succeed in school and prepare for life. CIS currently partners with more than 100 agencies and providers to offer a wide variety of services to students and their families to maximize the utilization of public and private resources.

Federal programs and resources that will be utilized include the following: Title I funds to supplement tutoring; Title III funds providing childcare for family literacy classes; United States Department of Education (USDE) provision of Y4Y (curriculum and professional development); United States Department of Agriculture (USDA) providing nutritious snacks or meals, and United States Congressman Pete Olson's office providing educational activities. State resources and programs will include: Texas Education Agency (TEA) providing professional development and technical assistance; Texas A & M Agrilife Extension providing parenting classes, curriculum, nutrition education, and 4-H clubs; Texas Children's Health Network providing educational seminars and supplies; and Texas State Representative Ed Thompson's office providing activities. Local resources and programs which will be utilized include: United Way of Brazoria County providing volunteers, marketing, funding and tax preparation assistance; University of Clear Lake providing educational activities, tutors, mentors; San Jacinto College providing family literacy activities, volunteers, STEM/STEAM events; Brazosport College providing professional development and in-kind media services; Alvin Community College providing work study students, STEM/STEAM events, volunteers and health services; Stephen F. Austin Community Health Network providing adult health education, dental services, and counseling services; Bay Area Council on Drug Abuse providing juvenile delinquency prevention groups; Adult Reading Center providing GED, citizenship and adult literacy classes; civic clubs providing funding for basic needs, childcare for adult literacy classes, and student incentives; and Retired Teacher Associations providing paid staff.

Partnering school districts will provide in-kind services and resources including professional development, curricula, program and office supplies, classroom space, computer labs, gym space and other facilities, along with technology support which are estimated at \$200,000 per year. Each partnering school district will also provide matching funds of \$15,000 per center totaling \$150,000 annually. These dollars will be used to supplement small group tutoring, educational field trips, ongoing professional development, and administrative costs. CIS conducts two annual fundraising events raising approximately \$15,000 specifically for CIS-ACE unallowable cost activities such as student and family incentive events, and provision of emergency assistance for students and families in crisis. The total amount of additional funds used to leverage CIS-ACE funds is estimated at \$365,000 annually.

The proposed project plans to supplement existing programs and services at all ten centers by school districts matching funds, along with funds from the grant. The program will expand tutorial services and decrease the staff to student ratios, allowing for more intensive services. Each campus has few enrichment clubs and activities after school. Grant funds will be used to reach larger populations of students with research and evidence based curricula and equipment. CIS-ACE will increase the number of family literacy activities provided at each center, improving family engagement in their students' education. The proposed program will allow a greater number of students, including those with working parents, access to out-of-school activities by providing bus transportation from site to home for rural campuses. Additionally, CIS-ACE funds will increase the number of activities focused on college and career awareness, minimally provided at the proposed campuses.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

**TEA Program Requirement 1:** Enter center-level information requested for each of the proposed centers.

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
<b>Center 1</b>	Mark Twain Elementary 345 Kendall Crest Dr. Alvin, TX 77511		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	020901103				
	Cost per student	\$987.53				
	"Regular" student target (to be served 45 days or more annually):	90	Parent/legal guardian target (in proportion with student target):		80	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
<b>Center 2</b>	Alvin Junior High 2300 South St. Alvin, TX 77511		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	020901041				
	Cost per student	\$816.00				
	"Regular" student target (to be served 45 days or more annually):	80	Parent/legal guardian target (in proportion with student target):		60	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
<b>Center 3</b>	E.A. Lawhon Elementary 5810 Brookside Rd. Pearland, TX 77581		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	020908101				
	Cost per student	\$816.00				
	"Regular" student target (to be served 45 days or more annually):	80	Parent/legal guardian target (in proportion with student target):		60	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
Center 4	Cloverleaf Elementary 1035 Frankie St. Houston, TX 77015		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101910102				
	Cost per student	\$816.00				
	"Regular" student target (to be served 45 days or more annually):	90	Parent/legal guardian target (in proportion with student target):		80	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
9-digit campus ID number						
Estimated transportation time						
Center 5	Green Valley Elementary 13350 Woodforest Blvd Houston, TX 77015		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101910105				
	Cost per student	\$816.00				
	"Regular" student target (to be served 45 days or more annually):	80	Parent/legal guardian target (in proportion with student target):		60	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
9-digit campus ID number						
Estimated transportation time						
Center 6	Red Bluff Elementary 416 Bearle St. Pasadena, TX 77506		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101917114				
	Cost per student	\$816.00				
	"Regular" student target (to be served 45 days or more annually):	80	Parent/legal guardian target (in proportion with student target):		60	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
9-digit campus ID number						
Estimated transportation time						

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
Center 7	Fisher Elementary 2920 Watters Rd. Pasadena, TX 77502		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101917102				
	Cost per student	\$816.00				
	"Regular" student target (to be served 45 days or more annually):	80	Parent/legal guardian target (in proportion with student target):		60	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 8	Barrow Elementary 112 Gaines St. Brazoria, TX 77422		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	020907107				
	Cost per student	\$987.53				
	"Regular" student target (to be served 45 days or more annually):	80	Parent/legal guardian target (in proportion with student target):		60	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 9	Bayshore Elementary 800 McCabe Rd. La Porte, TX 77571		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101916104				
	Cost per student	\$816.00				
	"Regular" student target (to be served 45 days or more annually):	90	Parent/legal guardian target (in proportion with student target):		80	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

<b>Center 10</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	La Porte Elementary 725 S. Broadway La Porte, TX 77571		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	101916103				
	<b>Cost per student</b>	\$816.00				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	90	<b>Parent/legal guardian target (in proportion with student target):</b>	80		
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name:</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

CIS has effectively managed Cycles 3, 4, 5, 6, 7, 8 and 9 grants without any issues of non-compliance of all grant and statutory requirements. In every annual TEA evaluation of CIS-ACE programs (PRIME Assessment and Key Task Assessment) CIS-ACE has received the highest rating achievable. This program will provide service to 840 students attending at least 45 days and 680 adult family members that receive ongoing educational services.

CIS will manage the day-to-day grant activities, data collection, and reporting for each of the proposed centers. Partnership Agreements (on file) signed by CIS and each proposed center's principal and superintendents of the partnering ISDs assure CIS-ACE staff access to all student data. School principals have agreed to participate in the annual comprehensive program evaluation, partner in the selection of targeted students, identify certified teacher tutors, and assist with activity guidance. Principals will also coordinate with site coordinators in order to maximize the sharing of resources including space, technology, volunteer personnel, and instructional materials. The project director, executive director, and/or the chief operating officer will meet weekly to review program milestones that will include a review of the TX21st system, campus observation reports, Weekly Activity Schedules (WAS's), budget updates and evaluation reports. The CIS CFO will manage all fiscal responsibilities of the grant including payroll, benefits, reconciliation and reimbursements. Community Advisory Council (CAC) members will receive quarterly reports from the executive director on the progress and success of each program allowing them to participate in evaluating program effectiveness and provide program recommendations.

A critical element of the CIS management plan is to provide well-rounded professional development for all levels of grant and center staff. Annually, CIS-ACE site coordinators receive approximately 150 hours of professional development and activity coordinators receive on average 40 hours. CIS-ACE has developed a comprehensive training manual based on evidence and research based practices. Continuous professional development provided by outside partners and current grant staff for site coordinators and center staff will be provided on TEA data reporting systems, CPR/First aid, leadership, social-emotional learning and additional topics identified during the evaluation process.

At each proposed center, there will be a full-time CIS-ACE site coordinator and center staff comprised of CIS-ACE activity coordinators, certified teachers, mentors, special activity facilitators, volunteers, and retired teachers. The site coordinator will report to the CIS-ACE project director, who will have overall management responsibility for the successful implementation and supervision of the grant program. Site coordinators will meet weekly with campus administration and teaching staff to discuss progress towards goals, review activities and lesson plans, evaluate program staff, and ensure that we are meeting the needs of the targeted population. Center staff will implement daily grant activities under the direct supervision of the site coordinator. The family engagement specialist will assist the site coordinators to plan and co-facilitate family literacy activities and events at each site.

TEA requires 35 weeks of service, however CIS-ACE will provide a comprehensive 31 week structured program during the school year and 6 continuous weeks of service in the summer term. CIS-ACE will provide 15 hours (3 hours per day) of out-of-school time programming Monday through Friday each week during the school year based on school day schedules. The program will have one hour dedicated to homework and academic achievement, one hour of small group instruction and tutoring, and one hour per day dedicated to enrichment activities. Each activity will be a minimum of 45 minutes in length, as per program guidelines. The program will serve students in grades two through eight.

After carefully considering the budgetary limitations in grantee level, center level and student level costs, CIS has derived a budget that will adequately support the activities necessary to achieve program outcomes. The budget plan will support all required grantee level staff positions as well as center instructors. The plan will result in a staff to student ratio of 1 to 15, exceeding the state requirement of 1 to 22. The budget will provide for at least 10 hours per week dedicated to small group tutoring and allow for highly trained enrichment facilitators. A paid instructional specialist with a Master's degree in Education will facilitate training and curriculum development. Each center will have funds dedicated to the purchase of teaching supplies, software, and STEM equipment. The ISD matching funds of \$15,000 per school will offset administrative costs and other expenses.

In order to meet program objectives and student targets, CIS has established proven management and budget plans that will result in strong relationships with campus and ISD personnel; high-quality professional development; individual case management for targeted students; and effective student activities.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 76-0392820

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The independent evaluator, who has previous experience evaluating 21st CCLC programs, will develop a customized plan aligned with the format outlined in the *Texas ACE Blueprint*, meeting all state and local evaluation requirements. The program evaluator, project director, site coordinators, and additional program staff will collaborate to systematically collect and analyze evaluation data at both center and grantee levels.

The evaluation process focuses on the collection and analysis of qualitative and quantitative data throughout the year to measure and examine center and grantee progress and performance over time in the following five categories: 1) the level and nature of resources available; 2) program implementation practices; 3) program output levels and fidelity of implementation; 4) program participation; and, 5) intermediate student outcomes.

Quantitative data collected and used to measure progress toward student, site and grantee objectives will include: 1) site-specific documentation and internal monitoring of center and grantee records; 2) academic data including school day attendance, core course grades, mandatory discipline referrals, and on-time advancement to the next grade level; and 3) Interim Reports 1 and 2 (specifically employing a mid-year focus on site coordinators' active use of data to improve outcomes). Qualitative data includes: 1) survey responses from students, parents, school faculty/staff and CIS-ACE staff and site coordinators at each center; 2) on-site program observations; and 3) informal communication with students and CIS-ACE staff. Student and teacher survey participants will provide unique identifiers to enable a more sophisticated analysis examining change in attitudes toward the program from fall to spring. Staff surveys will assist in examining the relationship between staff turnover and site and student outcomes.

Indicators of program accomplishments are analyzed and ongoing, formative data collection will highlight successes and inform staff of key areas for improvement in the five categories outlined above. Refinement, improvement and strengthening of the program will occur if determined beneficial after each phase of the evaluation: in January (Interim 1), March (Interim 2), and following completion of the final report which will be submitted no later than July 31<sup>st</sup> of the grant year. Examples of program modifications include: adapting frequency of activities based on levels of participation and/or participant surveys; transitioning and/or augmenting center staff based on skill sets and identified needs; providing additional professional development and training; and, procurement of new, innovative resources based on evolving academic needs.

To ultimately assess the grantee's level of accountability, center and grantee data will be analyzed, and outcomes reported in a comprehensive, summative year-end report describing: the fidelity of program implementation and support strategy; school program alignment; center participation levels; student intermediate outcomes; and, change in stakeholder satisfaction and perceptions of the impact of the program over time. Evaluation results will be made available to the CIS Executive Director, CIS-ACE Project Director, Community Advisory Council, and site coordinators to guide necessary changes in program activities and to ensure progress towards overall program goals and objectives. After the program evaluation report has been reviewed and accepted by the CIS board, the report will be posted on the CIS website. Original copies will be made available to each partnering school district and principal.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 76-0392820

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 76-0392820

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 76-0392820

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 76-0392820

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 76-0392820

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 76-0392820

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 76-0392820

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 76-0392820		Amendment number (for amendments only):	
<b>Important Note:</b> All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u> <b>Failure to complete this schedule will result in an applicant being disqualified.</b>			
<b>Questions</b>			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>• If your answer to this question is yes you must answer question #2 below.</li> <li>• If your answer to this questions is no, you do not address question #2 or the assurances below.</li> </ul>			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> <li>• If your answer to this question is yes, you must read and check the box next to each of the assurances below.</li> <li>• If your answer to this question is no, you do not address the assurances below.</li> </ul>			
<b>Assurances</b>			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on <b>Schedule #6—Program Budget Summary</b> includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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